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ABSTRACT

This book seeks to help teachers discover approaches and techniques that fit their particular teaching styles and their teaching situations. The book's aim is to present as fairly, completely, and clearly as possible the major approaches and techniques that research and practice have indicated to be successful. The book also presents the theories behind the methods, so that teachers will be free to choose, adapt, and/or construct those approaches and techniques that best fit their teaching styles and situations. Although approaches and techniques are emphasized in the book, methods are only a portion of the equation--reading is not just a process, it is also very much a content area. What students read does matter, and, therefore, recommendations for specific children's books and other reading materials are provided in the guide. The basic premise of the book is that the best reading programs are a combination of effective techniques and worthwhile reading material. Chapters in the book are: (1) "The Nature of Literacy and Today's Children"; (2) "Fostering Emergent/Early Literacy"; (3) "Teaching Phonics, Sight Words, and Syllabic Analysis"; (4) "Building Vocabulary"; (5) "Comprehension Theory and Strategies"; (6) "Comprehension: Text Structures and Teaching Procedures"; (7) "Reading and Writing in the Content Areas and Study Skills"; (8) "Reading Literature"; (9) "Approaches to Teaching Reading"; (10) "Writing and Reading"; (11) "Diversity in the Classroom"; (12) "Evaluation"; and (13) "Constructing and Managing a Literacy Program." (Includes updated and expanded reading lists of over 500 books for students.) (NKA)

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